

## Adopting a Locally Created Pathway

Locally Created Pathways (LCPs) are locally determined competencies and/or assessments beyond the current Postsecondary Readiness Competencies that demonstrate a student has the necessary knowledge and skills to be successful after high school.

There are three criteria an LCP must meet for approval:

- **Criterion 1:** Collaboration: LCPs must be developed in collaboration (or partnership) with business & industry, postsecondary education & training providers, and/or community organizations. Additional partners may include other schools/districts, career and technical education centers, and other local partners (e.g., Workforce Investment Boards, Chambers of Commerce, Economic Development Boards, etc.).
  - When possible, the LCP should align to regional economic needs and high wage and/or high demand data.
- **Criterion 2:** Competency: Local Pathways must provide students with recognized postsecondary knowledge and skills (e.g., credits, credentials) that prepare students for meaningful postsecondary education/training and/or employment opportunities.
- **Criterion 3:** Continuous Improvement: The LCP must be evaluated and continuously improved based upon the evaluation at the state and local level. If approved, the school will serve as a model and point of contact for other districts interested in adopting or creating a similar pathway.

We hope the approved LCPs bring additional opportunities and currency to students in your school and district. Before your school or district adopts a locally created pathway, please fill out the form [here](#) to notify the IDOE Student Pathways and Opportunities Department of your intention to adopt an LCP.

Please note the application must be the same as the approved LCP. Though some of the components (e.g., collaborators) may change, we hope following the steps below will assist you in implementing this LCP. If an adopted Pathway differs substantively, the school/district must resubmit the proposed LCP for approval. Schools/districts will present annual reports of LCP's effectiveness to the Board.

## **Civic Arts LCP**

Please follow the steps below when implementing the Civic Arts LCP.

**Step 1: Establish local partnerships to help carry this out.** Potential partners include:

- Institutions of higher education (specifically schools of music, arts, theatre)
- Dance Academies or Studios
- Theatre companies
- Orchestras
- Chambers of commerce (specifically a public arts commission)
- Arts Councils
- Museums

**Step 2: Enroll students in the following courses:**

Students in this pathway must take all of the ‘Required courses’ and at least one of the ‘Advanced coursework.’ Electives are optional and may help supplement the required coursework.

	Required courses	Advanced coursework	Other electives
<b>Band</b>	<ul style="list-style-type: none"> <li>● Beginning Concert Band -4160</li> <li>● Intermediate Concert Band – 4168</li> <li>● Intro to Business – 4518 OR Education Professions I – 5408 OR</li> <li>● Principles of Business Management- 4562 OR Principles of Teaching- 7161</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced Concert Band – 4170</li> <li>● AP Music Theory – 4210</li> <li>● Advanced Fine Arts, college credit (i.e. <i>Music Appreciation</i>) –4260</li> <li>● IB Music Higher Level – 4212</li> <li>● Cambridge International AS and A Level Music – 8166/8164</li> </ul>	<ul style="list-style-type: none"> <li>● Instrumental Ensemble – 4162</li> <li>● Jazz Ensemble – 4164</li> <li>● Piano &amp; Electric Keyboard – 4204</li> <li>● Applied Music – 4200</li> <li>● Electronic Music – 4202</li> <li>● Music History and Appreciation – 4206</li> <li>● Music Theory and Composition – 4208</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>● Intro to 2D Art - 4000</li> <li>● Intro to 3D Art – 4002</li> <li>● Intro to Business – 4518 OR Education Professions I – 5408 OR</li> <li>● Principles of Business Management- 4562 OR Principles of Teaching- 7161</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced 2D Art – 4004</li> <li>● Advanced 3D Art - 4006</li> <li>● AP 2-D Art &amp; Design – 4050</li> <li>● AP 3-D Art &amp; Design –4052</li> <li>● AP Drawing – 4048</li> <li>● AP Art History – 4025</li> <li>● IB Visual Arts Higher Level – 4090</li> <li>● Cambridge International AS and A Art and Design – 8230/8228</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced Art History – 4020</li> <li>● Art History – 4024</li> <li>● Ceramics – 4040</li> <li>● Jewelry – 4042</li> <li>● Sculpture 1 – 4044</li> <li>● Fiber Arts - 4046</li> <li>● Drawing – 4060</li> <li>● Photography – 4062</li> <li>● Painting – 4064</li> <li>● Printmaking – 4066</li> <li>● Digital Design – 4082</li> </ul>

Required courses		Advanced coursework	Other electives
<b>Theater</b>	<ul style="list-style-type: none"> <li>Theater Arts – 4242</li> <li>Theater Production – 4248</li> <li>Intro to Business – 4518 OR Education Professions I – 5408 OR</li> <li>Principles of Business Management- 4562 OR Principles of Teaching- 7161</li> </ul>	<ul style="list-style-type: none"> <li>Adv. Theater Arts – 4240</li> <li>Adv. Technical Theater – 4252</li> <li>Advanced Acting – 4250</li> <li>Theater Arts Special Topics – 4254</li> <li>Advanced Fine Arts, college credit (i.e. <i>Intro to Acting, Theatre Appreciation</i>) – 4260</li> </ul>	<ul style="list-style-type: none"> <li>Adv Speech/Comm – 1078</li> <li>Creative Writing – 1092</li> <li>Musical Theater – 0518</li> <li>Theatre Arts History – 4246</li> <li>AP Music Theory – 4210</li> <li>Technical Theatre – 4244</li> <li>Theatre Arts – 4242</li> <li>Theatre Production – 4248</li> </ul>
<b>Choral</b>	<ul style="list-style-type: none"> <li>Beginning Chorus – 4182</li> <li>Intermediate Chorus – 4186</li> <li>Intro to Business – 4518 OR Education Professions I – 5408 OR</li> <li>Principles of Business Management- 4562 OR Principles of Teaching- 7161</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Chorus – 4188</li> <li>AP Music Theory – 4210</li> <li>Advanced Fine Arts, college credit (i.e. <i>Music Appreciation</i>) – 4260</li> <li>IB Music Higher Level – 4212</li> <li>Cambridge International AS and A Level Music – 8166/8164</li> </ul>	<ul style="list-style-type: none"> <li>Speech – 1076</li> <li>Adv Speech/Comm – 1078</li> <li>Creative Writing – 1092</li> <li>Musical Theater – 0518</li> <li>Choral Chamber Ensemble – 4180</li> <li>Piano &amp; Electric Keyboard – 4204</li> <li>Music History and Appreciation – 4206</li> <li>Music Theory and Composition – 4208</li> </ul>

If a school or district wishes to change the course sequence, please let the IDOE Student Pathways & Opportunities Department know on the [LCP Adoption Form](#). The school/district must submit the new course sequences for approval.

**Step 3: Include the employability skills experiences in the arts through your partnerships.** These experiences include:

- Interdisciplinary (3 or more contents) project with a career interest focus
- Internship
- Authentic Industry Experience
- Completion of documented research within the project or capstone

**Step 4: The student's outcome is an ePortfolio (or traditional portfolio).** The ePortfolio should feature work samples from courses, internships, and other related experiences. Portfolios should house the following artifacts:

- Project-Based Learning Artifacts from Grades 9,10,11, and 12
- 2 artifacts of student produced work per year in the pathway career class
- Resume
- Individual class portfolios - AP, Dual Credit or other
- Success from all high school grades
- Internships
- Authentic Industry Experiences
- Apprenticeships
- Certificates, Certifications, etc.

- Concentrations - a portfolio of 12 pieces of work based on a central theme that the student has decided to explore. The pieces need to work together in theme and should show growth of the exploration as well as a mastery of the mediums used.
- Other artifacts deemed important by individual academies/pathways

Please ensure that every student has a completed portfolio per the LCP requirement. If a school or district wishes to change the outcome, please let the IDOE Student Pathways & Opportunities Department know. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

**Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.** Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system (e.g., Naviance).

## **Recreation Vehicle (RV) Construction LCP**

Please follow the steps below when implementing the RV Construction LCP.

**Step 1: Establish a partnership with Thor Industries** (or another RV manufacturer/company).

**Step 2: Enroll students in the following courses:**

- Preparing for Colleges and Careers
- Introduction to Construction
- Building and Facilities Management I - 5592
- Construction Trades: Electrical I - 4830
- INDT 113 Basic Electricity Or APPE 101 Electrical Blueprints
- APPE 111 Electrical Theory, Components, and Applications

If a school or district wishes to change the course sequence, please let the IDOE Student Pathways & Opportunities Department know on the [LCP Adoption Form](#). The school/district must submit the new course sequences for approval.

**Step 3: Include the employability skills experiences.** Sector-specific experiences include:

- Internship
- Cooperative
- On-the-job training
- School-based Enterprise
- Extended Labs or Field Experiences

**Step 4: The student's outcome is the THOR certification.** Upon successful completion of this pathway, students will receive a THOR Industries RV Construction specifically certifying that each skill has been mastered at the level of THOR entry-level employees. The skills that will be taught are on pages 4-7 of the [application](#). The skills are measured through performance assessments.

If a school or district wishes to change the outcome, please let the IDOE Student Pathways & Opportunities Department know. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

**Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.** Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system (e.g., Naviance).

## **Aviation Sheet Metal LCP**

Please follow the steps below when implementing the Aviation Sheet Metal LCP.

**Step 1:** Establish a partnership with AAR Corp & Vincennes University Aviation Training Center (or local partners).

**Step 2: Enroll students in the following courses:**

- Intro to Manufacturing
- Intro to Transportation
- PLTW Aerospace Engineering or Non-PLTW Aerospace Engineering
- Aviation Sheet Metal I
- Aviation Sheet Metal II

If a school or district wishes to change the course sequence, please let the IDOE Student Pathways & Opportunities Department know on the [LCP Adoption Form](#). The school/district must submit the new course sequences for approval.

**Step 3: Include the employability skills experiences.** Sector-specific experiences include:

- Internship
- Cooperative
- On-the-job training
- Extended Labs or Field Experiences

**Step 4: The student's outcome is the AAR-recognized Sheet Metal Certification.**

If a school or district wishes to change the outcome, please let the IDOE Student Pathways & Opportunities Department know. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

**Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.** Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system (e.g., Naviance).

## **Supply-Chain Management Logistics LCP**

Please follow the steps below when implementing the Supply-Chain Management Logistics LCP.

**Step 1:** Establish a partnership with Ameriquel (or local partners).

**Step 2: Enroll students in the following courses:**

The program includes embedded standards aligned to advanced CTE courses. Students must demonstrate mastery of the approved Supply Chain Management and Logistics competencies and standards aligned with PRIDES identified in the attached materials.

If a school or district wishes to change the course sequence, please let the IDOE Student Pathways & Opportunities Department know on the [LCP Adoption Form](#). The school/district must submit the new course sequences for approval.

**Step 3: Include the employability skills experiences**

The program offers students a rigorous, paid 18-36-week work-based learning experience leading to meaningful postsecondary employment opportunities and 401K matching

- Students required to participate in performance evaluations based on an objective rubric.
- Students are required to complete an average of 20 hours of paid work-based learning per week for the duration of their participation in the program.

**Step 4: The student's outcome is:**

- The program requires students to opt-in the program, providing student choice in the process of selecting the program.
- The program includes embedded career ladders for upward mobility. Students who successfully complete the program have a clear and tangible path to multiple careers based on students' individual interests.
- The program includes in-person academic instruction.
- The program offers tuition assistance to students who participate in the program. This benefit provides students a financial incentive to pursue meaningful post-secondary education and training.
- The program is designed to ensure students develop portable and regionally recognized employability skills via a collective partnership with the region's top employers.

If a school or district wishes to change the outcome, please let the IDOE Student Pathways & Opportunities Department know. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

**Step 5: Districts ensure continuous improvement of this pathway by tracking students'**

**postsecondary endeavors and the persistence of their postsecondary plans.** Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system (e.g., Naviance).

## **Evolution Towards Employability LCP**

Please follow the steps below when implementing the Evolution Towards Employability LCP.

- **Only 5% of each cohort may be selected to utilize this LCP.**
- Students will be identified as candidates for this LCP based on their desire to be Workforce Ready post-high school.
- Counselors will meet with students 1-on-1 for their career counseling/course selection session in the spring of grade 9.
- An oversight committee will identify potentially interested students who align to this LCP based on assessments they have taken through grades 8-9.

**Step 1: Establish a partnership with** local employers who will commit to preferential interviews and hiring for students completing this pathway.

**Step 2: Enroll students in the following courses:**

- Preparing for College and Careers
- Adult Roles
- Personal Finance
- Speech
- Career Exploration Internship or Cooperative Education

If a school or district wishes to change the course sequence, please let the IDOE Student Pathways & Opportunities Department know on the [LCP Adoption Form](#). The school/district must submit the new course sequences for approval.

**Step 3: Include the employability skills experiences**

- Each student must complete a 1-to-1 mentorship/internship work-based learning experience

**Step 4: The student's outcome is:**

- The completion of an intensive 1-on-1 mentorship/internship experience
- Job Ready Indy Badging (or similar employability micro credentials)
- Short-term trainings/certifications aligned to the internship experience
- Regular mentor/guidance sessions with Ivy Tech (or other college partner) connection coaches

If a school or district wishes to change the outcome, please let the IDOE Student Pathways & Opportunities Department know. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

**Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.** Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system (e.g., Naviance).

## **JROTC Civic Leadership LCP**

Please follow the steps below when implementing the JROTC Civic Leadership LCP.

**Step 1: Establish partnerships with** local colleges/university dual credit departments, university ROTC programs, military partners, and school & district stakeholders that make up a JROTC Consortium Advisory.

**Step 2: Enroll students in the following courses:**

- JROTC I, II, III, & IV
- Dual Credit courses leading to an Indiana College Core credential

If a school or district wishes to change the course sequence, please let the IDOE Student Pathways & Opportunities Department know on the [LCP Adoption Form](#). The school/district must submit the new course sequences for approval.

**Step 3: Include the employability skills experiences**

- Complete a service learning or community service project each year

**Step 4: The student's outcomes are:**

- Complete a service learning or community service project each year
- Rank higher each year in their ranking process
- Maintain a B average in JROTC
- Complete a professional resume
- Attend a leadership summer conference or institute prior to entering 11th or 12th grade
- Enroll in multiple college courses
- Participate in military visits and experience career options
- Complete a digital portfolio of service/community projects and experiences in the JROTC program
- Participate in JROTC Leadership & Academic Bowl or similar experience

Please ensure that every student has a completed portfolio per the LCP application. If a school or district wishes to change the outcome, please let the IDOE Student Pathways & Opportunities Department know. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

**Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.** Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system (e.g., Naviance).

## **Catapult LCP**

Please follow the steps below when implementing the Catapult LCP.

**This LCP is for Adult Learners Only. The Catapult training has been proven to work for adult learners and is a great shorter-term alternative to the manufacturing training already recognized by the state. Students must complete a career inventory prior to enrolling in this LCP to ensure that they have an interest in the advanced manufacturing field.**

**Step 1: Establish a partnership with** Ivy Tech, Conexus Indiana and local employers who will commit to guaranteed interviews and higher rate of pay for students completing this pathway.

**Step 2: Enroll students in the following courses:**

- Catapult certification with embedded dual credits:
  - IVYT Student Success (1 credit)
  - INDT106 Intro to Workplace & Safety (3 credits)
  - ADMF201 Lean Manufacturing (3 credits)

If a school or district wishes to change the course sequence, please let the IDOE Student Pathways & Opportunities Department know on the [LCP Adoption Form](#). The school/district must submit the new course sequences for approval.

**Step 3: Include the employability skills experiences:**

- **Students will have the opportunity to complete:**
  - An optional paid work experience during the Catapult training for at least 80 hours
  - The work experience will be optional because many adult students currently work or have competing priorities preventing them from doing both simultaneously

**Step 4: The student's outcome is** the completion of the Catapult certification embedded with seven Ivy Tech credits. Additionally, students will have the opportunity to earn additional certifications in OSHA-10 and forklift certification.

If a school or district wishes to change the outcome, please let the IDOE Student Pathways & Opportunities Department know. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

**Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.** Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system (e.g., Naviance).